



W A Perry Middle

2600 Barhamville Rd.
Columbia, South Carolina

Grades	6-8 Middle School	
Enrollment	319 Students	
Principal	Ernest Holiday	803-256-6347
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	At-Risk	At-Risk
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	At-Risk	Below Average
2005	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

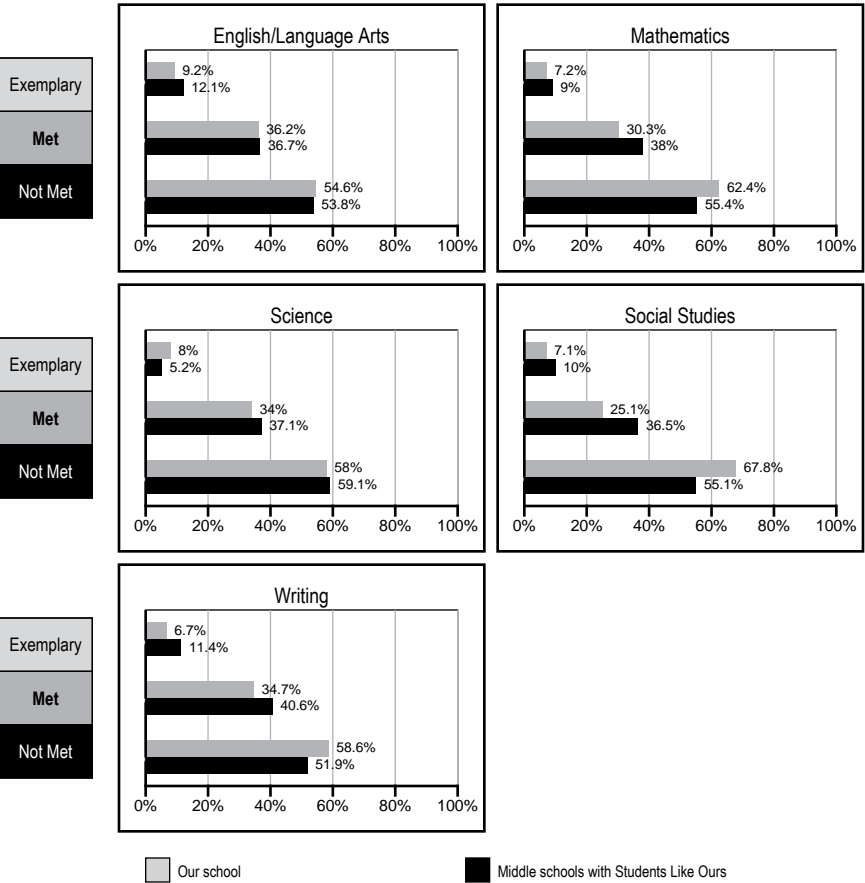
96.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	2	22	20

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	73.7%	83.7%
English 1	N/A	84.2%
Physical Science	N/A	28.1%
US History and the Constitution	N/A	N/A
All Subjects	73.7%	81.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=319)				
Students enrolled in high school credit courses (grades 7 & 8)	41.1%	Down from 43.5%	16.4%	21.6%
Retention rate	3.1%	Up from 2.9%	2.3%	1.2%
Attendance rate	94.4%	Up from 93.9%	95.6%	95.9%
Eligible for gifted and talented	5.3%	Down from 5.9%	2.7%	14.8%
With disabilities other than speech	20.1%	Up from 17.9%	15.2%	12.6%
Older than usual for grade	8.5%	Up from 8.1%	5.8%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	No Change	0.3%	0.6%
Annual dropout rate	0.0%	Down from 1.2%	0.0%	0.0%
Teachers (n=34)				
Teachers with advanced degrees	73.5%	Up from 54.3%	54.3%	56.9%
Continuing contract teachers	55.9%	Up from 45.7%	60.6%	72.7%
Teachers with emergency or provisional certificates	17.2%	Down from 25.9%	16.3%	5.3%
Teachers returning from previous year	78.2%	Up from 73.2%	76.0%	82.9%
Teacher attendance rate	92.3%	Down from 94.9%	94.9%	95.2%
Average teacher salary*	\$47,077	Up 7.5%	\$44,670	\$46,599
Professional development days/teacher	18.9 days	Up from 16.8 days	10.3 days	10.8 days
School				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio in core subjects	14.1 to 1	Up from 13.6 to 1	16.2 to 1	20.1 to 1
Prime instructional time	84.8%	Down from 87.5%	89.2%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.7%	Up from 85.8%	95.7%	97.8%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$17,788	Up 52.6%	\$10,479	\$7,645
Percent of expenditures for instruction**	67.0%	Up from 61.4%	59.9%	63.4%
Percent of expenditures for teacher salaries**	50.8%	Down from 55.4%	53.7%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

W. A. Perry Middle School made significant accomplishments during the 2008-09 academic year.

In the area of academics, one student was named a Duke University Talent Identification (TIP) Scholar. One student was identified as a South Carolina Junior Scholar, and six students were named as Richland One Middle School Scholars. In the area of arts, several students were district winners in the Visual Literacy Festival Photography, Editorial Cartoons, Computers, and Book Production contests. The School of Aerospace was featured as a promising new program utilizing a school-within-a-school model for grades 6-8. Partnerships with the Richland One Challenger Center, C. A. Johnson High School, Benedict College, and the SC Wing of Civil Air Patrol have enhanced the aerospace education program and afforded the students opportunities to engage in flight simulation, flying, and robotics.

The philosophy of W. A. Perry Middle School is based on the foundational belief that the school must provide an environment for intellectual, social, and physical development of the middle school child. Our vision is to become a shining example of excellence through high-quality academic instruction, staff and community involvement, and parental support in order to achieve student success. Collaboration with health and human service agencies, our faith-based partner, and our community task force has enhanced our instructional program. Our collaborative efforts include USC's TRIO Program, Palmetto Health, Trinity Episcopal Cathedral, and W. A. Perry Community Taskforce.

PACT test results have indicated gains in social studies and science on the eighth-grade level. Results on the district benchmarks have shown gains in English language arts and mathematics across all grade levels. During the 2008-09 year, our school developed a focused school-renewal plan that centered on accelerating student achievement in reading and mathematics. Strategies developed were based upon the needs assessments of our students and performance on formative, interim, and summative assessments. Student gains were also achieved in the area of mathematics on MAP assessment.

Our progress toward a larger percentage of students scoring proficient on PACT and district benchmarks hinges on student performance and professional development. Strategies utilized this year to assist teachers included professional development three days a week, as well as after-school assistance and enrichment. Areas covered in professional development included data analysis, unwrapping the standards, high-yield strategies, and developing authentic assessments. Technical assistance in the areas of mathematics and English was provided to teachers by consultants with TargetTeach.

Parent participation in school conferences and activities increased this year, but continues to require significant encouragement from school faculty and staff. We plan to continue our community initiatives and intensify our parental involvement strategies.

Demetria Clemons, Principal Specialist
Yolanda Goodman, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	66	56
Percent satisfied with learning environment	60.0%	56.3%	66.0%
Percent satisfied with social and physical environment	65.7%	65.6%	63.6%
Percent satisfied with school-home relations	31.4%	81.5%	75.9%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 9 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.8%	0.0%	No
Student attendance rate	94.4%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	310	99.7	54.6	36.2	9.2	54.6	78.6	82.8	No	Yes
Gender										
Male	164	100	59	31.9	9	50.7	74.4	79.3	N/A	N/A
Female	146	99.3	49.6	40.9	9.4	59.1	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	93.7	89.5	I/S	I/S
African American	309	99.7	54.6	36.2	9.2	54.6	74.6	73.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.1	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
Disability Status										
Disabled	68	100	N/AV	N/AV	N/AV	21.1	51.2	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	286	100	54.7	36.6	8.7	54.3	74.1	75.5	No	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	310	99.7	62.7	30.6	6.6	53.1	70.3	78.9	No	Yes
Gender										
Male	164	100	66.7	25.7	7.6	50	67.8	77	N/A	N/A
Female	146	99.3	58.3	36.2	5.5	56.7	72.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	87.2	I/S	I/S
African American	309	99.7	62.7	30.6	6.6	53.1	64.6	66.7	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.5	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
Disability Status										
Disabled	68	100	N/AV	N/AV	N/AV	12.3	36.5	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	286	100	63	30.3	6.7	53.5	64	70.2	No	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	215	99.5	58	34	8	42	58.1	67.5
Gender								
Male	115	100	59.8	32.4	7.8	40.2	57	67
Female	100	99	55.8	36	8.1	44.2	59.1	68
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	85.9	79.5
African American	214	99.5	58	34	8	42	50.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	46	100	N/AV	N/AV	N/AV	15.4	27.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	53.2	59.6
Socio-Economic Status								
Subsided meals	197	100	58.9	33.7	7.4	41.1	49.1	55.1

Social Studies

All Students	207	99	67.6	25.3	7.1	32.4	65.2	72.3
Gender								
Male	104	99	67.8	23.3	8.9	32.2	63.1	71.5
Female	103	99	67.4	27.2	5.4	32.6	67.2	73.2
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	80.7
African American	207	99	67.6	25.3	7.1	32.4	59.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	51	98	N/AV	N/AV	N/AV	2.4	36.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	67.9
Socio-Economic Status								
Subsided meals	191	99.5	67.8	25.1	7	32.2	58	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	321	95.6	56.9	36.1	6.9	43.1	63.9	70.2	94.4	95.9
Gender										
Male	172	94.8	64.6	28.5	6.9	35.4	55.8	63.2	93.8	95.7
Female	149	96.6	48.5	44.6	6.9	51.5	71.9	77.5	95.1	96.2
Racial/Ethnic Group										
White	1	I/S	I/S	I/S	I/S	I/S	86.2	79.1	95.5	96
African American	319	95.6	57.1	35.9	7	42.9	58	57.6	94.4	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.9	86.2	N/A	96.4
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.8	62.6	99.9	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	N/A	94
Disability Status										
Disabled	69	85.5	N/AV	N/AV	N/AV	9.8	22.3	26.1	95.2	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.2	61.2	N/A	96.2
Socio-Economic Status										
Subsidized meals	293	95.9	56.7	36.5	6.7	43.3	56.7	58.9	94.6	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	117	100	45.7	41	13.3	54.3
	7	112	99.1	66	29	5	34
	8	81	100	51.5	39.4	9.1	48.5
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	117	100	52.4	39	8.6	47.6
	7	112	99.1	71	25	4	29
	8	81	100	66.7	25.8	7.6	33.3
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	60	100	56.6	37.7	5.7	43.4
	7	112	99.1	54	36	10	46
	8	43	100	71.4	22.9	5.7	28.6
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	57	98.3	52.9	37.3	9.8	47.1
	7	112	99.1	80	16	4	20
	8	38	100	51.6	35.5	12.9	48.4
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	124	95.2	51	37.5	11.5	49
	7	112	95.5	67	32	1	33
	8	85	96.5	51.4	40	8.6	48.6

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